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ABSTRACT

There is a need for a better understanding of how to build empowering environments and schools, based on empirical findings rather than rhetoric or opinion. This book uses 2 large national studies conducted over 6 years in 26 schools, as well as other research. It will be useful to students in leadership training classes and to practitioners trying to find dimensions of leadership that are useful in schools. Leadership-assessment instruments, a chapter on reflection, and new case studies have been added to this new edition. Not all cases show success. Some are included to illustrate how the principal's failure to exercise particular leadership dimensions did not create an empowering environment. Firsthand descriptions of current empowerment efforts are given. Questions for discussion follow the case studies. Each chapter concludes with references. The book's Web site is described at length. Chapter 1 examines the context of restructuring and empowerment. Chapter 2 analyzes leadership and school change. Chapter 3 explores focusing and structuring processes. Chapter 4 focuses on building of trusting environments. Chapter 5 deals with stimulating risk-taking and innovation. Chapter 6 considers the use of critical events to frame new opportunities. Chapter 7 reframes school issues. (Contains 117 references.) (RKJ)

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